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ABSTRACT

An overview is presented of the residential college concept based on the integration of the living unit into a closer relationship with the basic academic and intellectual life of the institution. The history of the association of student housing with the formal academic program is traced, and theoretical bases for its implementation discussed. Programs presently in operation are cited as examples of desirable experimentation and innovation; emphasis is given to administrative considerations involved in these programs. A bibliography is included. (FS)

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SCHOOL OF EDUCATION
INDIANA UNIVERSITY

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The Residential College Concept: Campus Organizational Patterns for Quality with Quantity

by

Robert H. Shaffer

and

Daniel A. Ferber

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VITAE

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Robert H. Shaffer received the A.B. degree from DePauw University in 1936, the A.M. degree from Teachers College, Columbia University, in 1939, and the Ph.D. degree from New York University in 1945. He has been on the staff of Indiana University since 1941 when he started as an instructor in business administration and Assistant to the Dean in the School of Business. Following service in World War II, he was appointed Assistant Dean of Students in charge of Student Counseling and Activities in 1946, Associate Dean of Students in 1954, and Dean of Students in 1955. He currently holds the academic ranks of Professor of Business Administration in the School of Business and Professor of Education in the School of Education. In 1959 he served as a consultant to the College of Education, Bangkok, Thailand, under a contract of the Indiana University School of Education with the then International Cooperation Administration. In 1961 he was on leave of absence to serve in the same capacity with Chulalongkorn University of Bangkok as a representative of the State Department under the American Specialist Program.

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Daniel A. Ferber received his A.B. degree from Wabash College in 1951, the A.M. degree from Indiana University in 1959, and the Ph.D. degree from Indiana University in 1962. In addition to serving one year as a graduate assistant in the Department of English, he has served in a variety of positions in the Residence Halls System, rising to the directorship of the Men's Residence Halls System in 1954. Upon the integration of the men's and women's systems in 1959, he was appointed Associate Director of Counseling and Activities in the Indiana University Residence Halls. He held this position until he resigned in 1962 to become Assistant Director of Development at the University of Pittsburgh. In 1963 he was appointed to his present position as Director of Development at the University of New Hampshire, Durham, New Hampshire.

FOREWORD

Effective education on the campus depends to a large extent upon the degree to which the total environment provides a consistent, forceful stimulus in the direction of intellectual growth. A student grows and develops 24 hours a day, not merely the three or four hours he may be in a classroom or laboratory. What he learns in his out-of-class life is of great importance to the attitudes, the aspirations, the motivation, and the level of achievement he demonstrates and experiences in the classroom.

A major challenge to educational administrators in the years immediately ahead is to exercise initiative and ingenuity in utilizing the total resources of their institutions. This will require aggressive and original efforts to overcome the traditional tendency to separate the campus community into discrete segments with resulting contradictions, ambiguity, and wasted opportunities.

American higher education has passed from the dormitory era during which a residence hall was thought of as a place for students to sleep and eat while they were being educated in the classroom. Currently, most programing emphasizes cultural and social objectives. What is urgently needed, however, is the integration of the living unit program into a closer relationship with the basic academic and intellectual life of the institution.

Relatively few institutions have committed themselves to such integration. Others are experimenting in this direction, but most such experiments are only in the discussion stage. It was the purpose of the research upon which this report is based to provide ideas and materials to help the experimenting institutions to advance from discussion to action.

The programs cited here are intended to serve as examples of desirable experimentation and innovation rather than as blueprints to be followed in detail. The authors visited a large number of institutions and want to acknowledge their indebtedness for many courtesies and kindnesses afforded them. They wish to apologize for their inability, due to limitations of space, to give detailed credit for the ideas and activities described.

R.H.S.
D.A.F.

THE RESIDENTIAL COLLEGE CONCEPT: CAMPUS ORGANIZATIONAL PATTERNS FOR QUALITY WITH QUANTITY

INTRODUCTION

The quality of education provided by our colleges and universities is being examined more closely now than at any time in our nation's history. A number of events and trends are focusing this critical attention upon traditional educational practices. The hordes of prospective new students, the demand of higher academic standards, the shock of expanding budgets, the incredible growth of scientific and technological knowledge, the application of research in the behavioral sciences to the educational process, and the enlarging role of universities in world affairs are just a few of the forces which contribute to the need to re-examine traditional practices with a view to increasing their effectiveness and economy.

That education is the key to our national survival has been repeated by a variety of writers, including the country's presidents from John Adams to Lyndon B. Johnson. A number of our national leaders feel that the survival of our Republic and the achievement of its goals depend upon the quality of our institutions of higher education. John Gardner has suggested that nothing less than excellence will suffice in meeting the challenge current world conditions pose for our educational system. How the process of education can be improved to meet the demands being placed upon it is the practical problem faced by educational administrators at all levels.

Student housing represents one of the areas in education being subjected to increasing scrutiny. Traditionally, American students have been housed by the college they attended. Little thought was given to the typical residence hall, beyond providing sheer accommodations. The abrupt increase in housing demand occasioned by the projected doubling of our student population in the next decade raised the question, "Where will the students live?" and the demand for excellence raised the question, "How can we do a better job of educating students?"

The "universities whose job is to grow"[1] particularly find their earlier commitment to expansion complicated by the demand to improve the quality of their educational programs. This complication is forcing new attention upon student housing as an educational force. Concepts such as the reintegration of the curriculum with the extracurriculum are becoming daily considerations as the challenge is

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[1]Joint Office of Institutional Research, The Universities Whose Job Is to Grow, 12 pp.

translated to the specific question, "How can we improve the educational environment in which students live and study?"

It is apparent that residential facilities for students possess unrealized potential for enriching the students' educational experience. This potential must be further explored if institutions are to be enabled to utilize the resources afforded by housing in meeting the demands being placed upon them. Both theory and practice must be examined. Consequently, this study was designed to explore the theory and practice of integrating student housing and academic experiences in certain institutions which are innovating in their residence hall programs. Hopefully, such a study will aid in developing additional models which other colleges and universities might adapt to their own situations. In this way it is hoped that this report will encourage a broader philosophy of student housing than now exists nationally.

STUDENT HOUSING: A COMPREHENSIVE VIEW

Student housing is uniquely related to the challenge of educating more students more effectively. While residence halls have helped to meet the problem of enrollment expansion, their contribution toward increasing the quality of the educational program is less impressive. The potential of student housing has not yet been realized because of a long-standing failure to view residence halls as an integral part of the educational process. In general, housing construction and operation have not been related to educational objectives. Mueller surveyed current housing objectives and found those of physical accommodation, promotion of academic learning, personal development, public relations, and control of student conduct to be predominant. However, she observed that the objective of the promotion of academic learning which was most closely related to the primary institutional goal existed only in the chance, informal, cross-fertilization of ideas through student discussions.[2]

Such informal methods are inadequate to meet apparent new demands for an increased "impact of college."[3] A revitalized and broadly oriented interest in residence halls is required by current conditions. The greatly increased numbers of students will force concern on the part of administrators. The challenge of maintaining and even improving quality will attract the concern of faculty and staff members. Self-defense will force attention by institutional officials faced with internal and external analysis for efficiency, effectiveness, and economy. Among the areas of possible reform in complex universities, student housing provides a special challenge for several reasons.

First, the comprehensive nature of residence halls requires effective working relationships with almost every facet of the campus community. These relationships range from persons in the admissions office, parents, counselors, student leaders, and professors who take a personal interest in the welfare of their students, to those in the business and alumni offices. Thus, residence halls receive attention from an unusually wide variety of specialized and often partisan interests.

Second, a variety of housing patterns has characterized higher education in the United States, including low-cost dormitories, small halls and cooperative houses, private buildings of varying degrees of material splendor, large well furnished but not lavish complexes, and

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[2]Mueller, K. H., Student Personnel Work in Higher Education, p. 175.

[3]Freedman, M. B., Impact of College, New Dimensions in Higher Education, 27 pp.

plush houses and "colleges" which approach the educational ideals discussed here. However, the absence of acceptable models which clearly present advantages, disadvantages, and alternatives perpetuates disagreement and confusion concerning physical and organizational structure.

Third, residence halls involve the total lives of so many students that they represent a setting in which the student's intellectual and personal development can be reflected in his attitudes, aspirations, social behavior, and personal outreach.

Finally, in large residence hall systems particularly, an extensive division of labor requires administrative and operational cooperation among co-workers representing a wide range of skills, interests, and backgrounds. Thus, in view of such intricate relationships in routine or day-to-day operations, fundamental changes in philosophy, major effort, and institutional involvement are even more complicated and difficult to effect.

Change in any institution, and particularly in one involving so many human relationships as a residence hall organization, is brought about most effectively when based upon a rationale which stimulates understanding, enlists cooperation, and encourages support by the various vested interests. Historical perspective, related research, case studies, and descriptions of models can provide a sharper focus for such a rationale than can broad statements of philosophy or unillustrated generalities. Models which lend themselves to adaptation and experimentation open the way to innovation and creative developments.

WHAT IS PAST IS PROLOGUE: THE PERSPECTIVE OF HISTORY

An over-simplified review of history reveals some interesting parallels. Rashdall[4] traced the varied associations of student housing with the formal academic program. He discovered a very close relationship in the fourteenth century between student instructional and living experiences. For example, in a few of the Parisian colleges, the master was required "diligently to hear the lessons of the scholars studying in the Faculty of Arts and faithfully instruct them alike in life and in doctrine." Furthermore, at the College of Navarre, the master answered questions and read with them some "logical, mathematical, or grammatical book." Public lectures were discussed, disputation was encouraged, scholars were "commonly" required to speak in Latin, and college libraries were established. By the sixteenth century almost complete decentralization of the instructional processes to individual colleges occurred. Finally, the revival of classical studies brought new and more individual instruction and led to the substitution of "college teaching" for the old university lectures.

Student housing in the Middle Ages developed for a variety of reasons but never attained great importance on the Continent. However, Oxford and Cambridge formed residential colleges from which grew some of the early aspirations for American colonial higher education. The ideal of a "community of scholars" later was approximated in some private colleges and universities, but limited funds and a widely dispersed student population made residential colleges initially impractical. Critics accused dormitories of being either morally unhealthy or financially unsound. In addition, unattractive buildings, a lack of bachelor professors to "live in," the disappearance of the common table, and the assignment of student conduct control to members of the faculty all impaired favorable student-faculty relationships in a common residential setting.[5]

It is interesting to note that the very institutions which today are leading the country in the expansion of residence halls--the large state universities--were the ones which turned the trend away from an emphasis upon residence halls in the 1900's. The early examples of Harvard and Yale were rejected for the continental view of education, which was concerned primarily with the student in the lecture hall and laboratory. Little thought was given to where and how students lived.

A renewed interest in student housing emerged at the end of the

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[4]Rashdall, Hastings, The Universities of Europe in the Middle Ages, vol. 3, pp. 511-529.

[5]Brubacher, J. S., and Rudy, Willis, Higher Education in Transition, pp. 3-4, 41-43.

nineteenth century, however. The reaction against German educational processes, the fear of mass education at Harvard, and Yale's desire to retain a small college atmosphere revitalized the notion of residential colleges. President Harper vigorously established residence halls at the University of Chicago, and President Lowell created a modified version of the English tradition at Harvard only 35 years ago.[6]

Enrollment expansion, increased federal aid for housing, improved business management, and the continual growth of student personnel services have stimulated housing construction. Some of the early problems responsible for the demise of the English housing tradition have been resolved. Adequate transportation, additional financial support, and large concentrations of student populations are apparent. Attractive housing facilities include apartments for families, and common tables. Administrative processes generally exclude faculty members from hall disciplinary matters. In short, a renaissance and adaptation of the residential college idea is now in operation in some institutions and is possible in most of them.

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[6]Cowley, W. H., "The History of Student Residential Housing," School and Society 40:705-712, December 1, 1934.

THEORY FROM RELATED RESEARCH

The campus environment has long been recognized for its influence upon student academic motivation and achievement. Historically, Brim[7] credits Dewey with stimulating the early interest of sociologists in a comprehensive perspective of educational activity. Moreover, when the campus is viewed as a community, the concept of environmental influence is somewhat clarified. For example, Morgan was concerned that expanding population concentrations would lose their elemental traits of good will, neighborliness, fair play, courage, tolerance, open-minded inquiry, and patience.[8] Thus, he argued for retention of the community wherein individuals willingly unite to meet common needs because of similar habits, customs, and mutual interests.[9] Hart connected the community concept to the learning process when he asserted that village communities have provided some of the most effective education in the world.[10] The application of this concept underlies the development of residence halls into effective educational agencies on college and university campuses.

Institutional unity as a goal of formal organization[11] is implicit in Angell's perspective of the "totality of undergraduate life."[12] Yet the conflicts between curricular and extracurricular experiences observed and experienced by most educators stand as striking evidence of the serious lack of internal campus coherence. Jacob,[13] however, reported that some institutions have a peculiar potency or "thrust" because a clear educational emphasis permeates the campus. Brownell[14]

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[7]Brim, O. G., Sociology and the Field of Education, p. 15.

[8]Morgan, A. E., The Small Community: Foundation of Democratic Life, p. 6.

[9]Ibid., p. 20.

[10]Hart, J. K., Education in the Humane Community, p. 10.

[11]McConnell, T. R., "The Relation of Institutional Goals and Organization to the Administration of Student Personnel Work," in Approaches to the Study of Administration in Student Personnel Work, pp. 28-33.

[12]Angell, R. C., The Campus: A Study of Contemporary Undergraduate Life in the American University, p. 44.

[13]Jacob, P. E., Changing Values in College, 178 pp.

[14]Brownell, Baker, "Higher Education and the Community: The Identification of Learning with Living," Journal of Higher Education 30:469-480, December, 1959.

argues that such an emphasis is encouraged by the integration of living and learning experiences whereby students may experience an effective synthesis of intellectual and other community values. Pace similarly emphasized that a more meaningful educational impact occurs when students consistently observe support of educational goals and thus perceive an integration of educational experiences throughout the campus.[15]

Several writers suggest that such an integration may be basic to the development of an ambiguous but yet significant educational force. Huston Smith has referred to an atmosphere that is different from that of other environments,[16] while Bundy has spoken of "an atmosphere to breathe."[17] These concepts are clarified by Eddy, who refers to them as the "sum total of the experiences of the student while he holds membership in the college community."[18] Of these experiences Freedman has asserted that those which occur within various "subcultures" of the student body contain the prime educational force at work in the college.[19] Even superior students are affected significantly by this pressure according to Thistlewaite[20] and Shaffer.[21] Thus, new importance is assigned both to Stern's more exacting examination of a wide variety of learning environments[22] and to Newcomb's peer pressure study[23] which explored the influence of students upon other students.

The peculiar nature of the campus culture as it interacts with both society at large and individual student characteristics as described by many of the authors cited above as well as others is

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[15]Pace, R. C., "Educational Objectives," in The Integration of Educational Experiences, pp. 60-83.

[16]Smith, Huston, The Purposes of Higher Education, p. 189.

[17]Bundy, McGeorge, "An Atmosphere to Breathe," in Education in the Nation's Service, pp. 17-46.

[18]Eddy, E. D., Jr., The College Influence on Student Character, 185 pp.

[19]Freedman, M. B., "The Passage Through College," Journal of Social Issues 12:13-27, July, 1956.

[20]Thistlewaite, D. L., "College Environments and the Development of Talent," Science 130:71-76, July, 1959.

[21]Shaffer, R. H., "A Neglected Element in Superior Student Programs," College and University 27:66-69, Fall, 1959.

[22]Stern, G. G., "Environments for Learning," in The American College, pp. 690-730.

[23]Newcomb, T. M., "Student Peer Influence," in The American College, pp. 469-488.

discussed thoroughly in Sanford's The American College.[24] Thus, as social scientists more clearly establish the relationship of campus environmental influences to the learning processes, research which explores existing campus operations assumes greater significance. Ultimately, however, the more general concept of campus environmental impact will be clarified only by a more specific analysis of each of its component parts.

The objectives of student housing have been listed by a number of authors including Mueller,[25] Strozier,[26] Williamson and Wise,[27] and Wilson.[28] A composite of the housing objectives they identify includes concern for the safety and hygiene of students, control of student behavior, development of favorable public relations, provisions of social and recreational facilities, stimulation of personal and social growth, experience afforded in group participation and leadership roles, and encouragement and stimulation of academic learning and intellectual development. The new developments in education discussed previously obviously demand greater attention to achieving the objectives of stimulating academic learning and contributing to total intellectual development.

Increased faculty participation in student housing programs probably represents the most immediate step toward integrating residence halls into the mainstream of the institution. A clear challenge is posed to administrators to reorganize their work so that it will reflect Woodrow Wilson's conception that "a college is not only a body of studies but a mode of associations; that its courses are only its formal side, its contacts and contagions its realities. It must become a community of scholars and pupils, a free community but a very real one, in which democracy may work its reasonable triumphs of accommodations, its vital processes of union."[29]

Close relationship of faculty to students has been a long cherished claim of small colleges; and this association has been one of the strongest arguments against enrollment increase. Certainly in large institutions more forces conflict with the increasing need for closer contact between instructor, student, and nonacademic staff.

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[24]Sanford, Nevitt, editor, The American College, 1084 pp.

[25]Mueller, op. cit., pp. 172-185.

[26]Strozier, op. cit., pp. 1-27.

[27]Williamson, E. G., and Wise, W. M., "Symposium: Residence Halls in Higher Education," Personnel and Guidance Journal 36:392-401, February, 1958.

[28]Wilson, H. E., American College Life as Education in World Outlook, 189 pp.

[29]Craig, Hardin, Woodrow Wilson at Princeton, quoting Woodrow Wilson, p. 109.

The broad objectives of encouraging closer relationship among all personnel on a large campus needs more precise analysis. Several related goals may be achieved which are essential to any institution and to any administrator:

1. Informal stimulation for individual, continuous learning. The appropriate instructor can be equally inspiring inside or outside the classroom in communicating the values of continuous, self-directed learning. All students need to develop this pattern to meet new demands of society. Research indicates that faculty contact outside the classroom is an important factor in stimulating doctoral study among certain students and also that this kind of informal association has been the primary basis for choosing college teaching as a career.[30]

2. Academic climate through effective faculty visitations. Residential staff and student leaders help to form attitudes toward classroom obligations, convocations, guest artist series, and other intellectual or cultural events. Students spend most of their time in their housing areas. Consequently, a penetrating, academic climate can be created by a professor who successfully communicates the significance of various intellectual experiences to both staff and student housing leaders. Only through their enthusiasm can the initial atmosphere he creates be sustained.

3. Faculty awareness of campus impact. Teaching will be enhanced by a greater faculty comprehension of the pressures which affect students but which differ in each university. The nature of this impact also varies with each campus subgroup. Frequent, informal association with students affords the instructor a clearer perception of the social milieu. To the extent that these forces affect the learning process, the problem of changing the behavior of young people can be appreciated for its complexity and subsequently can be met with greater insight.

4. Integration of education experiences.[31] By a sensitivity to student living patterns and interests, faculty members can strengthen learning processes. Specifically, the instructor can relate the concepts or illustrations of the classroom to appropriate issues or incidents experienced by students in their housing communities. Also, he can assist residence hall staff to identify these relationships. Certainly, a more lucid integration of experiences is important for a more significant educational impact.

5. A community concept.[32] A vital concern of the student personnel worker must be the retention of a sense of community in a period of increasing enrollment. Enrollment expansion has considerable

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[30]Thistlewaite, op. cit.

[31]Pace, op. cit.

[32]Brownell, Baker, The College and the Community: A Critical Study of Higher Education, pp. 129-132.

potential for a decline in the favorable aspects of group identification. As universities expand they must learn how to retain educational influences in whatever smaller communities are developed.

Residence hall units housing hundreds of students have populations larger than many institutions of higher learning in the United States. These halls have become relatively self-sufficient entities in terms of physical facilities, student government commitments, and administrative processes. Such relatively self-contained, influential housing arrangements still do not meet most definitions of a community; yet they must include persuasive ingredients which continually suggest the central purposes of an even larger campus structure. Selected members of the teaching faculty represent only one such ingredient. Nevertheless, their active membership is vital in an ultimate comprehensive attack on problems peculiar to large academic communities. Without aggressive faculty support the impact of the larger institutional complex is lessened.

6. Unity of purpose. McConnell states that the importance of unity as a goal of formal organization is now apparent.[33] The faculty member who frequents a housing area can achieve a better working relationship with other members of the campus community and they with him. More than ever before, it is important for all university personnel to work toward a greater sense of common purpose in undertaking the massive responsibilities of public higher education. Housing areas provide an excellent, informal setting for improving mutual understanding. Further deterioration of communication between specialists in large universities may be the most serious problem created by expansion.[34]

7. Maximum use of intellectual resources. Many complex issues face student personnel workers in the immediate future. Expanding enrollments threaten an increasing degree of impersonality in philosophy and procedures. Additional problems are created by a relatively new dimension in public higher education--academic excellence. A subsequent decline of student interest in time-consuming activities of little substance is apparent. Less obvious is the inevitable tendency for a more serious, perceptive student to re-examine existing campus standards, policies, and practices. Such inquiry is in keeping with the student personnel administrator's desire to be a thought provoking educator; yet resultant issues related to "controversial" student groups,[35] student civil rights, racial integration, and changes in traditional conduct patterns are complex. Their solutions require

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[33]McConnell, op. cit., p. 30.

[34]Shaffer, R. H., "Problems of Communication on the Expanding Campus," Journal of the National Association of Women Deans and Counselors 22:56-60, January, 1959.

[35]Gallagher, B. G., The Not-So-Silent Generation, an address delivered before a student audience at the City College of New York on November 3, 1960.

training which will revolutionize student personnel curricula at all levels. Meanwhile, immediate action on many difficult issues requires the best of campus minds. As critical discussion, the forum and the debate are reborn in housing areas, the competency and scholarship of teaching faculty must follow. In a variety of advisory capacities, the instructional staff can assist the student personnel dean to perform an academic service while he retains his parallel responsibility for rational student action.

In summary, only a few objectives of faculty participation in residence halls are considered here. All need further development to provide precise administrative direction. Nevertheless, they can materialize only if specific plans of action emerge. Fortunately, some fragments of the residential college plan already exist.

From an administrative standpoint, Riker feels that several offices can cooperate to mutual advantage in the planning and designing of student housing.[36] The degree of cooperation in planning adequate facilities will be reflected in the increased effectiveness of the educational programs and in the increased efficiency of student work habits.[37] The nature of student study habits[38] determined by residence hall life attracts the attention of parents. Legislators who view the predicted growth[39] and cost[40] of student housing encourage business and institutional research officers to apply the principles of maximum operating efficiency and space utilization.[41] Because of its transient clientele and operational flexibility, these residential facilities can become the needed channels of communication[42] through which administrators can meet anticipated problems which ultimately affect the total campus. Finally, the theory that residence halls can become effective environments for learning which increase academic motivation should arouse the interest of the teaching faculty. With so many institutional interests involved, the precepts of such writers

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[36]Riker, H. C., Planning Functional College Housing, pp. 3-7.

[37]Ibid., p. 7.

[38]Stoke, S. M., Student Reactions to Study Facilities with Implications for Architects and College Administrators, 60 pp.

[39]Bokelman, W. R., and Rork, J. B., College and University Facilities Survey: Part 2, Planning for College and University Physical Plant Expansion, 1956-1970, 112 pp.

[40]Long, J. D., and Weimer, A. M., Financing of College and University Student Permanent Housing, 455 pp.

[41]California and Western Conference Cost and Statistical Study, 1954-1955, pp. 58-59.

[42]Shaffer, "Problems of Communication on the Expanding Campus," op. cit., pp. 56-60.

as Wriston,[43] Henderson,[44] Corson,[45] and Millett[46] concerning higher education administration in general have considerable applicability for student housing. Kilbourn's[47] concern for improved residence hall administration can no longer go unheeded.

One critical administrative task is to inject a larger quantity of academic influence into traditional residence hall operations.

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[43]Wriston, H. M., Academic Procession, 222 pp.

[44]Henderson, A. D., Policies and Practices in Higher Education, 338 pp.

[45]Corson, J. J., Governance of Colleges and Universities, 209 pp.

[46]Millett, J. D., The Academic Community: An Essay on Organization, 265 pp.

[47]Kilbourn, D. W., "Organization and Administration of Residence Halls," Personnel-O-Gram 13:7-10, March, 1959.

THE RENAISSANCE OF THE RESIDENTIAL COLLEGE CONCEPT

Although evidences of the residential college idea are to be found throughout the United States, systematic planning in this direction is more difficult to discover. Descriptive research[48] on what does exist is badly needed. Although effective administrative implementation remains an institutional and personalized phenomenon,[49] universal characteristics can be derived from the experiences of various campuses.

The comprehensive approach. Jencks' and Reisman's[50] description of the Harvard House system analyzes one illustration of a fusion of academic and residential activity. Although "intellectual" activities do occur, the uniqueness of each house plan lies in its administration by faculty members, including a "master," the senior tutor, resident tutors who are bachelors, nonresident tutors who are married, and a number of nonresident faculty "associates" who eat and visit informally with students in the house. These persons serve in the roles of college president, dean of students, resident tutor, nonresident tutor, and adult counselors respectively. Architectural elements[51] in the new five million dollar Quincy House at Harvard include ground floor faculty offices and apartments for resident tutors, a "master's" penthouse, dining halls which can double as a theater and seminar rooms, and a 10,000 volume library. The Yale University residential colleges[52] are similar to the Harvard houses except that "associates" are called "fellows." Also, tutorial work within the college apparently is pursued more systematically. Stanford University has explored but failed to adopt a proposal for a residential college,[53] while Stephens College has attempted to coordinate television instruction, classroom discussion, and resident faculty for certain

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[48]Burns, Norman, "Methodology in the Study of Higher Education Administration," Review of Educational Research 22:375-385, October, 1952.

[49]Corson, op. cit., pp. 9-10.

[50]Jencks, Christopher, and Reisman, David, "Patterns of Residential Education: A Case Study of Harvard," in The American College, pp. 731-733.

[51]Bricks and Mortarboards, pp. 105-107.

[52]Ibid., pp. 105-107.

[53]Hoopes, Robert, and Marshall, Hubert, "The Undergraduate in the University," A Report to the Faculty by the Executive Committee on the Stanford Undergraduate Education, 1954-1956, 129 pp.

general education courses.[54] Southern Illinois University, in its Thompson Point halls, has a program "dedicated to the fusion of living and learning." Faculty not only live in student residential units but also teach some residents in classrooms adjacent to their attached apartments. Michigan State University is experimenting with faculty offices and classrooms in a residence hall complex. The University of the Pacific is planning residence hall units as distinct colleges.

Resident faculty programs. Less inclusive are efforts which assign faculty to apartments or homes attached to residence halls, with the responsibility for doing what they can to influence the intellectual tone of the living environment. Examples of this are found at the University of Chicago, Stanford University, Dartmouth College, Bennington College, and Pembroke College in Rhode Island.

Language houses. Language houses have been established at Oberlin College, Bryn Mawr College, Haverford College, Middlebury College, Mount Holyoke College, Russell Sage College, the University of Wisconsin, and elsewhere.

Other approaches. Residential "associations" have been attempted at the University of Virginia. Officials at New College, Sarasota, Florida, visualize residence halls as intellectual and cultural centers. Academic advising responsibilities are given to the residential staff of the freshman hall program at Miami University, Oxford, Ohio. These responsibilities include planning course schedules, compiling progress reports, and offering recommendations which help to determine the academic standing and future direction of each freshman resident. The University of Minnesota recently has experimented with its hall staff in the teaching of study skills to residents. The staff of Syracuse University encourages a wide variety of cultural and academic activities. Educational television and audio lines for housing areas are planned for several expanding campuses.

"Faculty associate" plans encourage identification of selected faculty members with small housing groups at the University of Michigan, Indiana University, Stanford University, and elsewhere. This plan suggests an initial step in meeting the immediate problems in establishing closer faculty-student-staff relations. These members of the instructional staff are not necessarily hall residents but do take regular meals with students, attend a variety of house functions, and stimulate academic motivation through their informal fellowship with students.

Rutgers University was one of the first institutions to design residence hall classrooms.[55] Residence hall libraries have only

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[54]Leyden, R. C., "The Stephens College House Plan," Journal of the National Association of Women Deans and Counselors 25:74-80, January, 1962.

[55]"Dormitories with Classrooms," in Student Housing in Colleges and Universities, p. 17.

recently acquired substantial importance,[56] while Niblett[57] and Nudd[58] have argued for an even wider range of informal cultural and intellectual activities.

Thus, a survey of the literature pertaining to the educational function of residence halls indicates their complex but critical role in supporting the academic objectives of each institution. These halls are involved in determining the influence of the campus environment which Tead hoped would become a "climate of learning"[59] and thus increase student academic motivation. As a focal point for multiple campus relationships, residence halls possess unique potential as a catalyst for academic, interdisciplinary research and administrative inter-divisional cooperation to the advantage of all.

These are only a few of the many attempts for furthering academic influence in residence halls. Each involves academic personnel in some way. To debate the merits of these efforts is less important than to sense the trends and the vision they suggest. No evaluation is attempted here, nor is increased housing construction necessarily proposed. However, it is suggested that close observation of attempts to integrate the academic and residential phases of student life is valuable in spite of the conditions peculiar to each institution. Perhaps theory and practice in this report is given sharper focus by a more detailed examination of several institutions which represent various phases on an historical continuum.

Academic Advising in Residence Halls: Miami University

The setting. Miami University in Oxford, Ohio, is a state-supported institution emphasizing a liberal education and high academic standards. Since it is located in a small town, it has had to develop a large residence hall system over the past 35 years. An outstanding characteristic of this system is the strong emphasis upon freshman residence halls as the primary basis of the freshman advisory program. Under this system all freshmen are required to live in a university residence hall staffed by a full-time member of the student personnel staff who serves as their academic adviser. A "common curriculum" is a requirement for all students. Freshmen may take no more than 18 hours in their first semester, but a minimum of nine credit

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[56] Branscomb, Harvie, "Books in Halls of Residence," in Teaching with Books: A Study of College Libraries, vol. 11, pp. 147-165.

[57] Niblett, W. R., "Some Problems Facing University Education in the West," The Educational Forum 22:315-324, March, 1958.

[58] Nudd, R. T., "They Can Learn in the 'Dorms' Too," College and University Business 28:34-36, March, 1960.

[59] Tead, Ordway, The Climate of Learning, 62 pp.

hours from the standard curriculum is required. Thus, a large freshman residence hall system and a common curriculum form the context within which the freshman advisory system operates.

Theoretical and practical origins. The general forces which promoted academic advising in freshmen are rooted in both the past and the present, as indicated in an institutional report made available to the author which stated that "prior to 1929 most freshmen were housed in town with little help or no supervision, and many potentially good students failed to survive this experience. Human wastage through discouragement and failure caused substantial dropout during the first semester of residence at the institution." A freshman advising system was conceived to remove unnecessary obstacles to academic achievement.

The opening of a residence hall for freshman women in 1929 provided the opportunity for "the president of the university to enter upon an experiment in the guidance of freshman students which had some aspects of the English tutorial system and some aspects of the house plan later evolved in some Eastern colleges." Furthermore, the financial support for freshman advisory programs came from the state legislature and was applied to all other halls which housed freshmen. Resident advisers with the responsibility of supervising the academic, personal, and social life of the freshmen lived in each of these halls. Finally, it was expressed that "a residential university makes such a freshman program possible and desirable. The stability and continuity of the system were maintained through 17 years of service of the chairman who was assistant to the president, later vice-president, and finally acting president of the institution."

The cornerstone of the academic advising program in the freshman residence halls lies in the pride of one of the early presidents in knowing each freshman by name. Excerpts from a staff report indicate the historical development of this philosophy. In early days, for instance, "the student enrollment was small enough to make possible for every member of the faculty to know every student well." Of parallel importance was a "friendly rapport between faculty and student" which, even in 1943, was seen as "more difficult but more important." Also, one president felt that "superior teaching and the care of individual students" were prerequisites for institutional distinction. Furthermore, a freshman advising system would provide "a fine young professor (who) really knows intimately each student in the residence hall, and is available in the hall to the students for advice on educational and personal problems." The current president has seen the advisory system as one which "joins individual talents of many varieties into common bonds of community."

In summary, the freshman advisory program is designed for "the integration of the academic, personal, and social life of the freshman. In the academic phase, the adviser serves as a registering officer, as an occasional tutor, and as a guide toward successful study habits." Living with the students permits ready access to all information about the students which, in turn, encourages an improved decision-making process in adapting academic programs to individual needs. With such persistent presidential support the program has

enjoyed a long but not untroubled tradition.

The administrative structure. The integration of the freshman residence halls with the university's freshman advisory program requires careful structuring of the relationship between the teaching faculty, academic administrators, and student personnel staff. This coordination is achieved through an Inter-Divisional Committee of Advisers and the Committee of Freshman Advisers, with duties as follows:

1. The Inter-Divisional Committee of Advisers. This committee is a subcommittee of the University Senate Committee on Educational Policy and Planning. It provides university-wide supervision of the system of academic planning and takes action on matters requiring exceptions to the undergraduate regulations of the university. The Provost is the chairman of the committee. Other members are the Executive Registrar, the Dean of each academic division or his representative, a member elected by the University Senate from its membership, and the Dean of Students. It acts upon academic matters including petitions for exemption from general regulations which are initially considered at meetings of the freshman advisers.

2. The Committee of Freshman Advisers. This committee consists of all the freshman advisers, the Dean of Women, the Dean of Men, the Director of Counseling Service, and the Director of the Health Service. The coordination of freshman men's and women's affairs and the integration of the academic and residential programs are goals of this committee. It acts upon academic matters, including petitions, discusses general university policies and procedures, and coordinates all freshman affairs. Specifically, it takes scholastic actions, i.e., actions on probation, suspension, and dismissal subject to review and modification by the Inter-Divisional Committee of Advisers.

The freshman adviser. Originally, advisers were older, established members of the academic community who performed a classroom teaching function as well. Currently, the staff consists of younger persons who usually hold an M.S. degree in the student personnel and guidance area but who do not necessarily teach or hold an academic rank. They represent neither a particular school or a certain curriculum. Freshmen are not assigned to their housing spaces according to their academic interest.

Obviously such a program contributes toward the integration of the academic and the traditional non-academic life of a student. Furthermore, it has important advantages of emphasizing this totality at the very beginning of the student's career in higher education. Thus it merits close observation, careful evaluation, and experimentation in other types of institutional settings. The problems of associating typically separated elements of the university should not be exaggerated or permitted to overshadow the advantages of the program.

Language Houses: Middlebury College

As a means of integrating academic and residence hall experiences, language houses provide a significant illustration of the potential development of residence halls. The general characteristics of these houses assume new importance in view of several trends in society at large. Recent emphasis on world awareness has assigned new significance to foreign languages. The need for improved international relations has placed particular importance upon conversational ability. New vocational and travel opportunities abroad are expanding, as emphasized by exchange student programs, study projects abroad, and the Peace Corps. These and other developments should prompt greater interest in other languages among American college and university students.

The setting. Middlebury College, Middlebury, Vermont, has approximately 1,300 undergraduates. As is true in most liberal arts colleges, all students are required to demonstrate proficiency in an ancient or modern foreign language before graduation. Normally the required proficiency can be gained by three years of secondary or two years of college study of the language. There are various ways by which a student can demonstrate the proficiency required. This requirement and the ways of meeting it are not unusual. What is unusual in the Middlebury situation is the intensive use of language houses as a means of making the language a natural aspect of the student's life.

Le Chateau. The French house, called Le Chateau, exemplifies the effort to create a French climate for those students studying French. The Casa Espanola and the Deutsches Haus perform the same functions for students of Spanish and German. The French Department pioneered in the plan of the segregated language house where the residents use the language exclusively while in the building. Built in 1925, Le Chateau is one of the oldest and largest language houses in the country. Its architecture was inspired by the Pavillion Henri IV of the palace of Fontainebleau. It contains two large salons, including the Salon Louis XVI with authentic panels from the Hotel Crillon in Paris and furnishings of the period, a library, classrooms, offices, a dining room, and rooms for 48 women students.

Theoretical and practical origins. Clearly the French house program received substantial support from the Vice President, who was also the academic departmental chairman. He had formulated a philosophical context within which the house functioned and which is summarized as follows:

1. The learning of a spoken and written language is enhanced when coordinated with a cultural examination of the country from which it is derived; thus, the French house attempts to make both the language and the culture it represents a living, active part of the residential experience.

2. Language is a mode of expression, and no one can be said to have mastered a foreign language until he is able to express his own

thoughts in that language with ease and confidence. It is not sufficient to be able to read it, even with enjoyment, and the grammar is only a means to an end. One's everyday life must find active expression in a language before it becomes a part of his permanent mental fibre.[60]

These philosophical principles upon which the French house is based have proved to be pragmatically sound through the successful operation of language houses in several other colleges.[61]

Administrative considerations. The individual charged with the academic administration[62] of the program emphasized the following issues:

1. Admission to a language house should require specific application in the spring, evidence of sufficient language proficiency, upperclass standing if possible, and appropriate roommate assignments. In this manner the language competency of the residents is more adequately assured and enhanced.

2. As many ingredients of the learning process as feasible should be present in the house. Specifically, faculty, residents native to the language, advanced students from the United States, classrooms, and library and other supplementary materials should be present.

3. Administrative staff should include head residents native to the language who are also faculty members in the department which teaches that language. Since such a selection of personnel adds to the cohesive nature of the entire program, the choice of these programs is a critical factor.

4. Faculty assigned to the house should be rotated to insure equal opportunity for contacts with other colleagues outside the house. The involvement of the entire academic department should be maintained to some degree, however.

5. Scholarships should be used to encourage the residency of native French students. If such money is not available, the likelihood of obtaining competent native residents is diminished seriously.

6. An adequate proportion of advanced students should be maintained and assigned to well-chosen spaces in the house. In this manner, a high level of proficiency is more likely to exist throughout the years.

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[60] Freeman, Stephen, from an unpublished document in the possession of Mr. Freeman and authored by him.

[61] Ibid.

[62] Ibid.

7. "Ground rules" regarding when and where French is to be used are necessary, and they should be easily understood.

8. The inclusion of freshmen is an advantage to "house spirit," but only if the freshmen are competent in language usage. There was evidence that upperclassmen were more adept in the language but tended to lose some of the enthusiasm for the program which freshmen usually possessed.

The Comprehensive Program on the Large Complex Campus: Indiana University

The residence hall program at Indiana University began in a manner typical of most large public institutions. The small community of Bloomington, Indiana, did not provide sufficient housing for the students. To meet this problem the first dormitory was built approximately 40 years ago. The primary objective of such housing was to offer room and board to students.

Later, as more halls were constructed, there began to emerge a concern for student conduct and personal hygiene. A variety of problems called for a resident staff employed by the University. Ultimately, for women residents a staff was hired which stressed a professional viewpoint. Emphasis was placed upon pursuing the values of rather formalized staff-student contacts, group dynamics, leadership training, and the co-curricular learning experiences derived from student activities of all kinds. For male students, a staff was hired which stressed an informal pragmatic approach. Emphasis was placed on close relationships between staff and students as the best basis for resolving the many individual and community problems which arose. In short, two separate philosophies of student personnel administration prevailed, but with the same general objective--a concern for the maximum growth of the individual student. In this context, dormitories became residence halls.

During and after World War II, coeducational housing became first a necessity and then a desirable arrangement. Specifically, men and women were assigned to separate but adjacent housing units and used common dining facilities. This arrangement proved to have so many advantages over the segregated system that a center of five halls was built specifically for coeducational living. Additional centers have been built, and all future residence halls will be built on the same concept.

Equally important, however, the men's and women's staffs and their respective philosophies were combined into a single administrative organization for all halls. Two major advantages resulted. First, a better system was created because the best aspects of both administrative patterns were combined into improved policy and practices. Second, a redistribution of labor created the staff time and energy necessary to inject systematically a new dimension into

residence hall life.

Until this redistribution of responsibility was possible, academic learning as an objective of the program was fragmentary and sporadic. Until this time, the main faculty concern with residence halls seemed to be for the elimination of alleged noisy study conditions and the reduction of alleged interference by residence hall staff members in academic advising. Now it was possible to consolidate the best of past academic programing, to encourage direct faculty participation, and to infuse a much deeper academic dimension for the future. Many steps were taken in this direction, but a few highlights are illustrative.

The number of faculty associates has increased from 20 to 70 in less than four years. A professional librarian now coordinates the central campus library and an extensive residence hall library program. This librarian distributes selected art reproductions, records, language recordings, and other study aids in addition to traditional reading materials. Dining halls, used for study at night, contain duplicates of central library reserve and reference books. Writing clinics operated by the English Department are similarly decentralized. Student government agencies plan and coordinate presentations of educational films, academic department displays, a fine arts appreciation series, live musical performances, and group attendance at campus cultural events. These efforts are only the beginning. Hopefully, these subculture experiences will suggest even better methods to increase students' desire for intellectual achievement.

The future of Indiana University and other similar large residential institutions is not clear at the moment. The questions are many.

To what degree will academic learning experiences continue to be brought into the residence hall environment? What physical facilities contribute most effectively to creating an educational situation? Are expensive electronic connections of various types worth the cost, or can less expensive arrangements perform the same functions? What kind of staff provides the best leadership to the total educational effort? What changes in administrative organizations need to be made to effect optimum educational conditions?

No matter what the answers to these questions may be, it is clear that Indiana University is in a unique position. It can combine the perspectives of the business office, the student personnel office, and the faculty with the most comprehensive philosophy of student housing yet attained. It has the history, the personnel, and the facilities. If it is given the budget and has the motivation and imagination, it may well provide the necessary leadership for a national movement to improve the learning process by re-integrating the curriculum and the extracurriculum through student housing.

Academic Integration as a Fundamental Aspect of Basic Planning: University of California, Santa Cruz

At the end of the historical continuum opposite from that of the institutions cited in this study is the University of California at Santa Cruz. President Clark Kerr has called this "a campus for the twenty-first century."[63] When the New York Times called it "an experimental project widely regarded as one of the most exciting in education," it was perhaps emphasizing three factors unique to the Santa Cruz effort, i.e., it can begin afresh, it can absorb the best ideas in the same vein from all campuses throughout the nation, and it is the first comprehensive attempt of its type in public higher education.

It is understandable and justifiable that this development is identified with Oxford University in England, Harvard University, Swarthmore College, Amherst College, California's Claremont "cluster," and Occidental College. To build an "image of excellence" through such an association process would tempt any new effort. Hopefully, however, applicable ideas from less prestigious institutions also will be absorbed and recognized as such.

The developmental plan for the University at Santa Cruz includes a central campus area surrounded by a series of 15 to 20 residential colleges and spaced within a 15-minute walking circle. This central campus area will contain a main library, science facilities, and an audiovisual center. In addition to the proposed residential colleges, the plan includes sites for 10 professional schools, graduate housing facilities, and faculty housing. Traffic through the inner segment of the campus will be limited to pedestrians, while commuter and service vehicles will be restricted to the perimeter of the campus.[64]

In order to maintain the small college concept within the confines of a projected enrollment of 27,500 students, the residential colleges will vary in size from 250 to 1,000 students. Each college will be a self-contained unit of classrooms and residence quarters, although students will have access to courses in colleges other than their own. Furthermore, the dean of the college and other faculty members will reside within the college compound.[65] Thus, this campus stresses the value of close integration between living and learning by seeking close student-teacher relationships.

The curriculum will be dominated by the liberal arts--

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[63]Kerr, Clark, Chancellor's Memo, vol. 1, no. 2, April, 1963, p. 4.

[64]McHenry, D. E., Chancellor's Memo, vol. 1, no. 2, April, 1963, p. 1.

[65]McHenry, D. E., Chancellor's Memo, vol. 1, no. 1, January, 1963, pp. 1, 4.

especially in the fields of languages, music, and art. Each college, however, will specialize in one particular academic area, such as social science, natural science, and economics.[66] According to President Kerr, the teaching method will emphasize seminars, with a student-centered unified approach to a total education.[67] The combination of this student-centered approach to teaching and the living-learning atmosphere of the residential complexes provides an exciting and stimulating means to increase educational effectiveness for all students.

As in the case of other campuses examined, however, certain questions are suggested:

Is it too idealistic to hope that Chancellor McHenry at the Santa Cruz campus will receive helpful suggestions from other campuses to assist him in succeeding in his exciting effort in the best interests of all higher education?

How will the new campus recruit, in sufficient numbers, the administrative generalists needed to implement and to maintain successfully such a program?

How can bright young faculty members with sizable families be encouraged to overcome their understandable reluctance to "live in"?

How can the frequent conflicts between the objectives of business management, student personnel services, and academic personnel be reconciled at the critical operational level?

A variety of other problems must be faced if the excellent theory from the past is to reach full realization in the practice of the future. However, viable solutions will be found if the current administration receives the assistance it needs from those committed to improving higher education. With such assistance, assuming that the Santa Cruz campus becomes a compilation of ideas from other institutions, the whole could certainly become greater than the sum of its parts.

These and related innovations point the way to the effective integration of forces within the residence situation and the other educational efforts of the institution. No one plan can fit all institutions. However, it seems clear from the foregoing discussion that most institutions can take significant steps toward creating coherent educational environments without large outlays of funds and without damage to other educational programs. Imagination, vision, and planning are all more important than money in the effective utilization of the educational resources within the residence hall.

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[66] McHenry, D. E., Chancellor's Memo, vol. 1, no. 2, April, 1963, p. 3.

[67] Ibid., p. 4.

SUMMARY

Student housing will receive much more comprehensive attention in the future. Not only will the huge financial outlay alone insure it, but the growing recognition of its importance to a coherent educational environment will force it. Current research, literature, and innovations, combined with neglected concepts and practices from the past, point the way to making the residence experience of college students one of the most powerful forces in their educational development. To use a now common technique, it is intriguing to speculate on student housing in the year 2000.

In the area of program development there has been an amazingly rapid metamorphosis of student residences from (1) dormitories to (2) residence halls to (3) learning centers, and finally to (4) residential colleges. In other words, student housing has emerged from (1) places to eat and sleep to (2) places where student personnel programs have been added to dormitory services to (3) places where various academic functions such as classrooms, closed circuit TV, remedial clinics, and resident faculty members have been added to (4) places where living and academic learning experiences have been systematically fused by application of learning theory, of research in the behavioral sciences, and of advances in administrative organization.

Increased knowledge of the learning processes and of the behavioral sciences has prompted new dimensions in the integration of the curriculum and the extracurriculum, resulting in heretofore unbelievable syntheses. A whole battery of methods to fuse classroom and nonclassroom activities has been developed by interdisciplinary teams of faculty and administrators into more effective and no longer experimental working models.

For example, theoretical classroom material was translated meaningfully into the many action-oriented situations found in student housing. Thus, not only was the formal curricular pattern reinforced, but finally, most students were able to comprehend the reality of the multiple relationships between classroom and nonclassroom experiences. It became apparent that the four walls of the classroom were not enough.[68] Consequently, Merle Curti's American Paradox,[69] which historically portrayed theory and action in varying degrees of conflict, no longer was appropriate. In short, the integration of educational experiences had been realized to an amazing degree.

Moreover, the dream of "quality in quantity" had now become a

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[68]Hilliard, R. L., "Are Four Walls Enough?" Liberal Education 49:488-492, December, 1963.

[69]Curti, Merle, American Paradox, 116 pp.

reality. By using residence halls wisely, the large and ever-expanding institutions had found a formula by which they could offer students the best of two possible worlds simultaneously, i.e., the advantages of both a small college and a large university. That is to say, housing complexes became "colleges" in a new sense of the term, providing a deeper educational impact than either type of institution had been able to offer in the past.

Administrative patterns. New administrative patterns emerged as a result of the potential of the new residential colleges to deepen the educational impact. Problems identified by applied knowledge gained from research in the theoretical aspects of administration, decision making, communication, value structure, and similar topics had suggested that each of these colleges acquire what amounted to a president who reported to a single vice president from the top management team of the total university complex.

This new administrative office was created to integrate the specialized interests implicit in a "troika" which had grown up historically through the appointments of individual residence hall (1) dieticians, (2) housing managers, and (3) student personnel administrators. These new presidents were particularly successful if they had some variety in formal training background; yet each was also a sound, imaginative generalist whose educational philosophy and administrative point of view derived from a total institutional perspective. Incidentally, this new office simply followed the rationale of "decentralization with coordination" made famous under the tenure of General Electric's Ralph Cordiner.[70] In this manner, heretofore conflicting, specialized points of view were reconciled with considerable continuity at a level of decision making closest to the point of action, where student and institutional interests could be more realistically and effectively administered and thus synthesized. Of course, there was some temporary dislocation as the earlier central campus specialists gave up some of their line authority for a new role of staff assistance. The new presidents now called upon them for consultation purposes and for the training of appropriate members of the president's residential college team. However, most of these campus specialists made the adjustment, since this reorganizational plan clearly was in the best interests of the students and thus, hopefully, a better world. Those who argued against the change found themselves caught in a curious contradiction, arguing for their own vested interests instead of for improved student learning experiences. Actually, only a very few persisted in arguing against the coherent institutional educational philosophy which this new administrative office brought to all members of the academic community.

Later in the twentieth century some of the more imaginative of these new presidents, who incidentally were now almost analogous to a chancellor on one of the many early University of California campuses, saw that these residential colleges could lend themselves to computer

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[70]Cordiner, R. J., New Frontiers for Professional Managers, 121 pp.

programing or "systemation." In short, some presidents experimented with creating what Fortune magazine had once called a "solid state vice president" which, once programed, directed certain routine administrative problems. This raised even more serious motivational problems for the staff and faculty of the academic community than John Beckett had predicted for industry in his paper "Motivation and Systemation--New Realities for Industrial Management."[71] On the other hand, student motivation was now so intense, and independent study so common, that most students seldom left their "college" rooms where audiovisual aids brought them more than the old classroom lectures ever did (an idea developed partially at Stephens College and at California's Claremont "cluster"). Exploratory discussions and tutorials with faculty were so much in demand that professors asked to move their offices, and sometimes their homes, into the "college" area. Early experiments at integrating faculty and students at Stephens College, Michigan State University, Oxford University, Harvard University, and other similar efforts now seem primitive by comparison. In brief, the best of historical tradition had been merged with the new technology to form a truly remarkable learning environment.

Of course, there were many presidents who now were complaining about the lack of vision of their predecessors who had failed to install ETV conduit when the "colleges" were originally constructed as residence halls. Thanks to the efforts of Education and World Affairs, the international dimension had been so well integrated into the curriculum and extracurriculum that the original international houses for foreign students seemed absolutely barbaric. Educational Facilities Laboratories, Inc., advised on how to build these "colleges" for maximum convertibility. Commencement ceremonies also had been decentralized to the new "colleges" where strong alumni associations had emerged; thus each now had its own alumni, public relations, development, and counseling directors, trained by a central campus staff reporting to the president. Because of an increased sense of identity with their respective colleges, these new alumni helped voluntary financial support to soar. Harvard, Yale, and Oxford, along with many other institutions, were now claiming credit for these solutions to the problems of the 1960's. However, scholars were pointing out that the new concept of the residential college was a synthesis of fragments of creativity from the best minds of many countries over many generations, each of whom had helped develop a piece of the new whole which clearly was far greater than the sum of all its parts. Furthermore, in retrospect the ultimate development of student housing as a method by which increased quality education could be made available to an ever-increasing quantity of students seems now not so strange. The country, after all, had a single choice: renaissance or regression.

In conclusion, perhaps the university campus, as projected here

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[71]Beckett, J. A., Motivation and Systemation--New Realities for Industrial Management, an address delivered on January 9, 1963, at a symposium on trends in management and marketing thinking, sponsored by the Whitmore School, University of New Hampshire, Durham, New Hampshire.

in the year 2000 A.D., may change its nature again by 2100 A.D. Perhaps continuous learning will become so accepted by all age levels that the American home will have several ETV sets for varying levels of instruction. Perhaps the home will become the ultimate in a decentralized residential college, and, in the process, education will become the bond that reunites the family unit, which many social forces may yet tear asunder. A variety of resident neighborhood scholars might become available for discussion and tutorial work, not the least important of whom might be emeritus professors from the large campuses sponsored by the Oliver Wendell Holmes Association. It is then that the intricate problems of control must be faced over what knowledge is transmitted to the home and what kind of learning centers the original campuses should become. Perhaps by then educators will have the vision for new solutions. In any event, it becomes apparent that for these and past problems we continually need "the genius for integration."

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